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CI 513

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Evaluating Assessments

**Question 1:**What are the key characteristics of authentic assessment?

* Authentic assessment examines student performance in real-world tasks as they relate to the material or subject matter.
* These assessments require active learning and application of acquired knowledge.
* They should provide students an opportunity to apply the core ideas of the subject area to other disciplines.
* They should be Open-ended.
* Examples:
  + Research Presentations
  + Performances
  + Participate in a Debate or Mock Trial
  + Create Art
  + Experiment Scientifically

**Question 2:**How do authentic assessments and traditional tests differ?

* Authentic assessments focus on a multi-modal fashion of testing, while traditional testing is typically “pencil and paper.”
* While Traditional assessment is between the teacher and student only, Authentic assessment usually involves student collaboration or sharing/presentation to class. This means that there is much more open knowledge of the level of performance for each student.
* Authentic Assessments can occur over the course of a unit of study, while traditional tests typically occur in a single class period.

**Question 3:** Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level you are observing or preparing to teach.

<http://jfmueller.faculty.noctrl.edu/toolbox/examples/whalen/eartrainingtask.htm>

(Choir, Ear Training Assessment)

1. Active learning in which students construct their own understanding of the topic
   1. Students will actively participate in learning the pieces during warm-ups and specifically instructed strategies toward ear-training
2. Open-ended task with multiple opportunities to arrive at a conclusion
   1. Not very open-ended. The way in which students arrive at the answer may differ, but there is only one right answer
3. Relation of the assessment to the subject content or process
   1. The assessment relates very closely to the understanding and performance of music.
4. Student communication of learning through in-depth communication, i.e., orally, in writing, or in a product or performance
   1. Communication of learning through performance
5. Sharing of learning by students with an audience beyond the classroom
   1. Audience not beyond the classroom, but shared with classroom audience
6. Scoring rubric that provides specific criteria by which the student and/or teacher can evaluate the work.
   1. There is a rubric, but the rubric lacks specific criteria with which to evaluate the student. It only has a box with options. As an instructor, I would break the point distributions into the number of attempts it took the student. This would ensure 100% correct from all students.

**Question 4:**Examine the diagram, *Balancing the Two Faces of E-Portfolios*. What are the two types of ePortfolios? **Helpful Suggestion:**Consider the purpose and audience for the two types of portfolios.

ePortfolios may be used for two purposes: **summative assessment** or **formative assessment**. For the sake of formative assessment, a portfolio would serve as a workspace, provide opportunities for reflection and be a place for feedback throughout the entire learning process. Serving as a summative assessment, the portfolio would be thematic for the student, serve as a showcase. Feedback would come at the end as a critique or evaluation of the overall learning gains for the student.

**Question 5:**How are the two types of portfolios created?

* For both kinds of portfolios, artifacts must be collected and stored.
* Then, depending on the purpose, the artifacts must be purposed accordingly
  + For Showcases (Summative), they can be put into webpages, wikis, or other larger-scaled archival showcases
  + For Workspaces (Formative), the artifacts would be worked into places that they can receive more immediate feedback and work shows mostly the latest piece of the portfolio. Blogs would be the primary example of this kind of ePortfolio
* After these, there is more reflection as well as feedback from the instructor.

**Question 6:**In what ways are the two portfolios similar?

The two types of portfolio are similar in that they provide some autonomy and creativity to the students. They also integrate technology into the classroom and the assessment. While the reflection required in the two portfolios may be different, the fact that these portfolios requires a student to stop and reflect on learning gains is similar. Both styles also require a constant collection of digital artifacts to be created and posted.